REPORT OF THE PRESIDENT
RICE UNIVERSITY
1965-1966

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REPORT OF THE PRESIDENT

WILLIAM MARSH RICE UNIVERSITY
HOUSTON, TEXAS

To the Board of Governors and Friends of Rice University:

Since this is being written after my fifth year of service as President of Rice University, it seems appropriate to take an overview, not only of the last five-year period, but also of the relationship of recent developments to the original objectives and the history of the University.

The most important developments of the last five years were the changes made possible by the court-authorized relief from charter restrictions concerning race and tuition. The plans for implementing the tuition and scholarship program, as well as the removal of racial restrictions, were all complete by the summer of 1964. I believe it is fair to say that the transition to operation on the new basis has been successful in every respect, and for this accomplishment, special recognition should be given to Dean McEnany and Dean Richter for effective leadership in the undergraduate and graduate programs, respectively. Since our students and faculty had for several years been petitioning for the removal of racial restrictions, no difficulty was expected in that area and none arose. The adjustments for tuition were more complex but with careful planning the transition has been very smooth. These changes were essential if Rice was to retain its vitality through the second half of this century and to strengthen its service to Houston and to Texas.

More directly related to the academic program is the growth in faculty and in student body. It became increasingly clear to me through these five years that many of the academic departments required a considerably larger number of professors in order to offer distinguished programs, particularly at the graduate level. This factor was one of the major considerations in the formulation of the Ten Year Plan for the decade 1965-75 which was approved in the summer of 1964 and which required the current campaign for $33 million for its implementation. This plan calls for a faculty of approximately 400 and a student body of 4000 in 1975. It is expected that the growth in numbers of both undergraduates and of graduates in presently well developed programs will be about 60% over the decade. In other words, the relative emphasis on undergraduate instruction will remain unchanged. In those disciplines, however, where the graduate programs are yet to be started or are still embryonic, the growth at the graduate level will be proportionately greater, of course.

In the five years from 1961 to 1966, the enrollment of undergraduates increased from 1565 to 2008 and of graduates from 427 to 760. In the same period, the faculty increased from 170 to 250 on a full-time-equivalent basis. The humanities faculty increased by 60 percent, while the engineering and science faculty increased by 40 percent; consequently, the relative strength in the humanities has improved substantially.

At the undergraduate level the most notable developments were in the social sciences, where the faculty in anthropology, political science and sociology quadrupled and majors were introduced in each discipline, as well as an interdepartmental major in behavioral science.

The program in fine arts was also strengthened greatly and a major added in art and history of art. A similar strengthening of faculty occurred in Spanish, where a major was also added.

Less dramatic but no less significant are the efforts of the faculties of several departments to revise their undergraduate courses and programs to take advantage of new developments in the high schools as well as new discoveries in their disciplines. These revisions were particularly thorough in biology and in chemistry. For example, in chemistry a revision of the freshman course made it possible to eliminate a tedious sophomore level course in analysis since the principles previously taught in the sophomore course are now covered at the freshman level. The techniques of analysis are essential only for chemistry majors, and these are presented along with modern instrumental methods at the junior level. In biology the basic change was the initiation of an introductory course for majors, but open also to other students, which makes full use of physics and chemistry in teaching the basic principles of biology in the light of recent discoveries.

In both biology and chemistry almost all of the advanced undergraduate programs comprise new courses. Increased emphasis is placed on individual study which may include research by undergraduates.

Similar, but less drastic, revisions have been made in other undergraduate programs. Particularly in the humanities, a Ford Foundation grant has helped to stimulate seminars and individual study programs. Although this grant is now in its final year, the faculty has made permanent provision for undergraduate honors programs which will be designed to improve further the opportunities for an especially able student to obtain an optimum educational experience.

New graduate programs were introduced in Space Science and in Behavioral Science, and each has made notable pioneering developments in research and advanced education in its area. All of the other graduate programs have been strengthened in the past five years—some by very large factors. The number of Ph.D. degrees awarded increased from 20 in 1962 to 74 in 1966.

The research accomplishments of the faculty and research students are far too numerous to mention here. A separate bulletin presents summaries of current research activities as well as lists of publications. A number of the more notable areas of investigation were discussed in my report for 1963-65. In the last year especially great attention was given to the artificial heart program, which is a collaborative effort of Rice University engineers, under the leadership of Professor William W. Akers, with Dr. Michael DeBakey and his associates of the Baylor University College of Medicine. The national and international awards received last year in recognition of the research achievements of the faculty are listed in the Appendix.

The capital fund campaign has a goal of $33 million of private funds to strengthen and expand our present programs in accordance with the plan for 1965-75. Additional objectives are $8.5 million to establish a graduate school of management and $3.7 million for an auditorium which will become almost a necessity as the planned growth takes place. Mr. George R. Brown has provided most able and devoted leadership to this campaign, which was announced to the public at the meeting of the Rice Associates and other friends on December 2, 1965. Mr. James F. Oates gave a very inspiring address on this occasion. Details of campaign progress will be reported elsewhere but it is important to note here that good progress has been made with a total of $15,160,000 on December 2, 1966.

In addition to the private funds sought through the campaign, Rice has been strongly assisted in its progress by various grants from the federal government including particularly the Science Development Grant of the National Science Foundation. This grant came too late, June 30, 1965, to have a primary effect in the academic year 1965-66, but it will make a major contribution to the development of our activities in applied mathematics, especially systems research, not only in engineering but also in the social sciences.

Let us now turn our discussion to the entire course of development of Rice University. It is well to begin with the words of William Marsh Rice in his founding indenture of 1891 in which he directed the Trustees to establish an "Institute for the Advancement of Literature, Science and Art." While these words do not precisely define a program, it seems clear that the "advancement of Literature, Science and Art" can be achieved only by educational and research activities at the most advanced level. In academic terms this means that the program should include instruction at the graduate and postdoctoral level, as well as research activities. In accordance with these ideas, President Lovett stated in the opening ceremonies in 1912 that, "the new institution thus aspires to University standing of the highest grade," and that, "it is proposed to assign no upper limit to its educational endeavor, and to place the lower limit no lower than the standard entrance requirements of the more conservative universities of the country."

Also in 1912, President Lovett set forth plans in more specific terms: "And I like to think that within ten or twenty years the staff and students of whom I am now speaking will have grown to be a residential community of at least a thousand souls—or, say a staff of a hundred members and a society of students a thousand strong. And the year that number, one thousand, has been reached—a graduate group of two hundred and an undergraduate group of eight hundred—we propose to say that in the year following only the best thousand among the applicants, whether old or new, shall be received, and to preserve in this process of selection year by year for another score of years."

Actually the enrollment of Rice passed the level of one thousand in 1923; and, although it was not held at one thousand, it remained between 1300 and 1500 from 1927 until 1943 when the war caused a decrease. Dr. Lovett's proposal to select each year the best students, whether old or new, was never followed explicitly, but a very rigorous standard was maintained in certain freshman courses, especially Math 100, which had the effect of eliminating a substantial fraction of each first year class. Subsequently admission standards advanced, especially in the nineteen fifties, to such a degree that this tradition was no longer appropriate and it was discarded—although not as promptly as would have been desirable. I believe that it is now possible to make the primary selection at the time of admission rather than by the subsequent elimination of students after a year or more of college study; certainly it is both more efficient and considerate to do this selection in the process of admission. Correspondingly, the number of failures in the first year has markedly decreased.

The emphasis given to the undergraduate program in the earlier years was undoubtedly appropriate. A student cannot profitably pursue advanced studies unless his preparation has been excellent. There was and still is a need in this region for undergraduate programs of the highest quality and therein lies Rice's greatest contribution, both past and present. We shall always strive to offer the highest quality of undergraduate education. In the years ahead, we expect the undergraduate program to retain its full importance and to grow and improve.

It is interesting to note that President Lovett contemplated residential arrangements very similar to the residential college system initiated at Rice in 1956, which is still developing in its various ramifications. He suggested in 1912 that, "among these colleges there will arise the liveliest sort of rivalry in scholastic standing, in field sports, in musical, literary and debating activities." He also indicated that, "a little later in the history of the Institute similar colleges will be provided for the young women," although it was 45 years later that the first women's college was actually opened in 1957.

There are now two colleges for women and four for men, with a fifth men's college to open in 1968. The colleges have demonstrated their effectiveness, not only as residential communities having a constructive influence on their members, but also as centers for a lively intellectual life outside the classroom. With this level of maturity reached, it seems appropriate to consider the contribution which the colleges might make to the more formal educational program of the University. In the next few years there will be active discussion of the potential of the colleges for instructional activities. I shall welcome this discussion, not only for the specific advances which may arise, but also because it will maintain a high level of faculty interest in the quality of our teaching at the undergraduate level.

While the undergraduate program developed rapidly and has operated steadily, the history of graduate studies at Rice is more complex. Thus, in the year 1923, when the total enrollment of Rice Institute reached one thousand, there were only 22 graduate students instead of the 200 predicted by Dr. Lovett in 1912. The graduate enrollment rose steadily to 98 in 1931, but then decreased to 39 in 1942. Thus the graduate program, which would have been the most direct fulfillment of the charter objective, "the Advancement of Literature, Science and Art," developed much more slowly than had been intended, and then declined during the thirties. Many Rice alumni of the period 1935-44 do not remember that a graduate program existed. I do not know all of the reasons for this failure of the graduate program to develop as planned, but financial limitations were undoubtedly one factor, especially during the depression. Similarly, I can only surmise that this loss of momentum at the advanced level was largely responsible for the departure of such distinguished faculty members as Griffith C. Evans in mathematics and Hermann J. Mueller in genetics.

With the inauguration of President Houston in 1946, a renewed development of research and graduate study began. In his inaugural address President Houston said, "In the charter, the purpose of the Rice Institute is stated to be the advancement of letters, science, and art. Such a phrase covers a wide variety of activities and confers a great freedom of action on the trustees. One might think first of a purely research institute, where scholars are enabled to carry on creative work in letters, science, and art in the most favorable possible surroundings. But Dr. Lovett, and the others responsible for setting the course of the young institution, saw quite clearly that the advancement of letters is intimately tied up with their dissemination; that the advancement of science involves its spread as well as its development. And so the needle of the compass guiding the Institute has pointed toward teaching and research, intimately intertwined, and frequently indistinguishable." This close association of teaching and research continues as a primary characteristic of Rice University.

The enrollment of students seeking graduate degrees increased steadily in the period after the second world war and finally passed the level of 200 in 1958. The construction of the Fondren Library made possible the housing of the book collections required for advanced studies. Some of these books were, fortunately, on hand but others are still being sought. Similarly, the M. D. Anderson Biological Laboratory and the Keith-Wiess Geological Labratory provided facilities for modern research and graduate study in those disciplines. Thus, by 1961, Rice, now renamed a University, had renewed its march toward the objective stated in 1891 and elaborated in 1912. But the requirements also advanced greatly in the fifty year interval. Whereas a graduate program enrolling 200 excellent students in the basic disciplines would have made a major contribution to the "Advancement of Literature, Science and Art" in 1912, the growth of advanced studies and research in other universities had been so great by 1962 that a much larger program was required to meet the objective of Mr. Rice. In his 1965 study of university education in the South, Allan M. Cartter discussed the minimum effective size for doctoral programs and concluded that most graduate programs in southern universities, Rice included, were too small. As indicated previously, I had already come to this same conclusion about the minimum size of faculty essential for high quality in graduate work.

I wish to emphasize, however, that size in itself is not an objective at Rice and that the University will continue to strive for the highest standard of quality in all of its activities. It is nevertheless true that a certain minimum size of faculty is required for excellence in any particular field—a critical mass, if you wish, which includes outstanding scholars in each of the essential subdivisions of the discipline. Without this "critical mass" there is not likely to be the stimulus to advance knowledge in that field. And in an efficient operation each faculty member should be teaching as many students as can be taught without significant loss of quality. Thus, there is a minimum size for efficiency and quality and a careful analysis shows that some programs at Rice are near this minimum while others are clearly below it. During the past five years many departments have developed substantially, but much more remains to be accomplished. I believe the size projected for Rice in 1975, particularly the faculty of 400 and the graduate enrollment of approximately 1200, constitutes a minimum for the real fulfillment of Mr. Rice's objective of an "Institute for the Advancement of Literature, Science and Art."

Before closing this report for 1965-66, I wish to reiterate the devotion of Rice University to the basic purposes of a center of learning. As stated in our Ten Year Plan: "The essential unity of knowledge and the relationships among disciplines will be emphasized, rather than diversity and extreme specialization. The Rice objective is a University rather than a multiversity." A true university is a community of scholars; the junior members are learning from the senior members but all members, junior as well as senior, are also learning what is not yet known through investigations, study projects, and research of various types.

In these times when many students and faculty members are actively involved with the controversial issues of the day, it is especially important to remember that the university is a center of learning, a place for investigation and rational analysis. It is appropriate and desirable that students and faculty members should be interested in the problems of city, state, and nation, and as individuals they should express their views. But they should express these views in a responsible manner which will encourage rational discussion of the facts and principles related to the problem.

An excellent education should include knowledge of the important current issues and problems as well as of the principles which appear to have permanent value. It is the university's role to examine these issues and problems carefully in the light of logical reasoning and all available knowledge. It would be wrong to isolate students from current controversies, even from speakers who themselves may be more emotional than rational in their own approach. Contact with ideas presented as they are being presented in the world today has a proper place in a college student's experience, and there is no reason to exclude the campus as a location for some of this experience. But the advocacy of causes must not be allowed to dominate the university scene; rather, a prevailing attitude of rational analysis must be maintained or the University will jeopardize its role as a center of learning.

Another characteristic of the times is the extensive demand of the outside world for the professional and research capabilities of the members of an outstanding faculty. Many requests must be declined, otherwise some faculty members would have no time left for their students. Nevertheless, some consulting activities by faculty members in professional fields and some off-campus research activities in appropriate areas help to keep professors in contact with the real world, and thereby to make their teaching more alive and more relevant. A teacher who has, himself, made significant discoveries can transmit to his students not only the current knowledge of his discipline but also the excitement of investigation and exploration. Furthermore, a university has an obligation to assist its community and nation when its faculty members have a unique capacity to solve important problems.

In both of these realms of potential distraction, popular controversies and professional service to off-campus groups, the proper policy is one of moderation. I believe we have, on the whole, succeeded in following such a policy. But it is important to keep in mind at all times the fundamental purposes of the University in order that decisions concerning particular activities can be related to the effect that these activities will have on a community of scholars devoted to the enhancement of our intellectual heritage and its transfer to the next generation.

Respectfully submitted,

K. S. Pitzer

Kenneth S. Pitzer

APPENDICES

I.

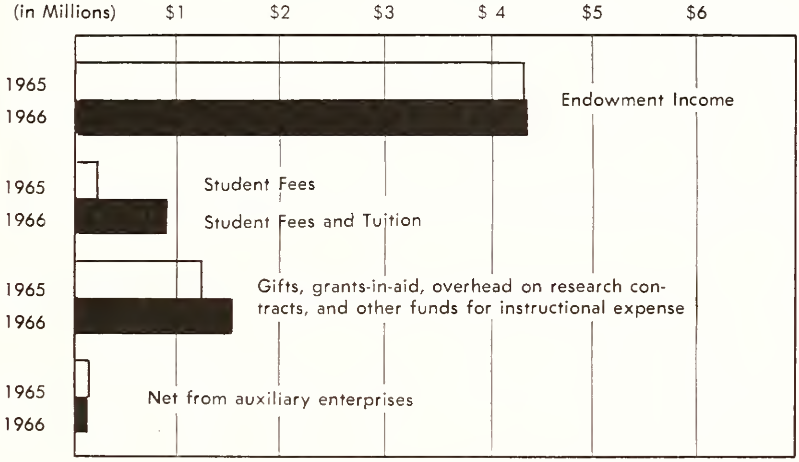
FINANCIAL AND DEVELOPMENT

The development of the University is continuing within the framework of the Ten Year Plan for 1965-1975 which assumed a greater outlay for basic growth than could be provided by income in the first few years before tuition income was fully developed. A deficit again this year was, therefore, anticipated. The accompanying charts outline the areas of greatest increase in expense and income.

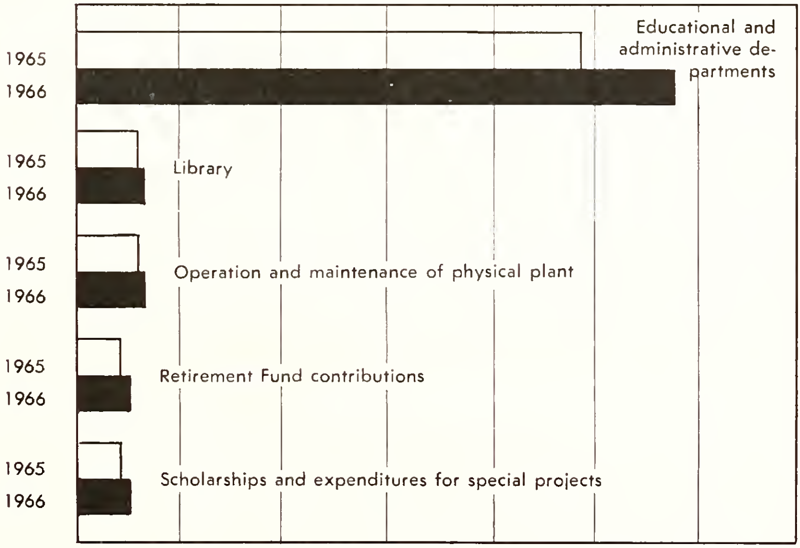
Certain formal and informal programs of University support which are part of the base for all of our activities toward strengthening the academic programs are worthy of note. The $33 million campaign is the focal point of much of the Rice fund-raising activity at present, and will continue to be for another year or two.

There are, however, certain groups which are developing more and continuous support each year. Among those responding to the University's educational needs are the Association of Rice Alumni, the Rice University Associates, the Rice University Society of Families, and numerous corporations, foundations and individuals. Support for basic research at Rice also comes from the corporations which have membership in the Rice University Research Sponsors, and through which the academic community has been able to increase its liaison with business and industry.

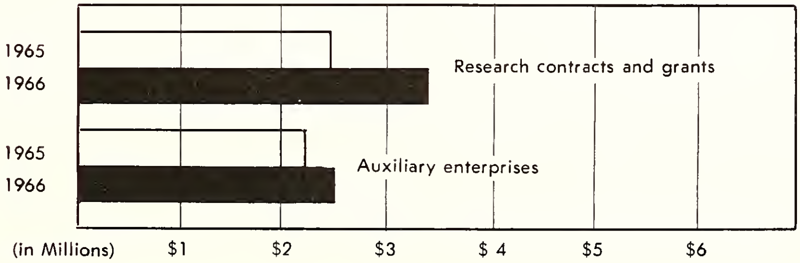
EDUCATIONAL AND GENERAL INCOME



EDUCATIONAL AND GENERAL EXPENSE



OTHER DIRECT EXPENDITURES



II.

STUDENT STATISTICS

CHARACTERISTICS OF THE FRESHMAN CLASS

	1961	*1962*	*1963*	*1964*	*1965*
Average College Board Scores	662	677	687	688	677
Scores by Division					
Academic	652	664	681	679	664
Science-Engineering	673	690	694	699	689
Architecture	629	645	654	645	646
Scholastic Standing					
National Merit Scholarships	35	40	55	38	56
Valedictorian	58	97	88	93	79
Salutatorian	33	21	22	31	30
Upper 5% of Graduating Class (in percent)	64	64	67	64	69
Number of Students					
Entering Freshmen	455	488	459	474	514
Men	360	387	346	355	360
Women	95	101	113	119	154

GEOGRAPHIC ANALYSIS OF STUDENT ENROLLMENT

Entering Freshmen	*1961*	*1962*	*1963*	*1964*	*1965*
From Texas	309	329	300	339	383
From Other States	144	154	146	133	121
From Foreign Countries	2	5	13	2	10
Total Undergraduates					
From Texas	1224	1224	1173	1208	1271
From Other States	334	416	477	528	511
From Foreign Countries	11	16	28	18	29
Graduate Students					
From Texas	203	185	203	220	209
From Other States	175	219	265	311	316
From Foreign Countries	45	85	96	124	147

TOTAL ENROLLMENT

Enrollment	*1961*	*1962*	*1963*	*1964*	*1965*
Undergraduates	1569	1656	1678	1754	1811
Fifth Year Students	72	71	60	48	71
Advanced Degree Students	344	408	490	585	596
Undergraduates and Special Students	7	10	14	22	10
Grand Total	1992	2145	2242	2409	2488

STUDENT HONORS

Number of Students on the President's Honor Roll

	1961-1962	1962-1963	1963-1964	1964-1965	1965-1966
Fall	224*	309	369	395	437
Spring	228*	335	403	428	558

Rice graduates appear to have been increasingly successful in recent years in the very competitive area of graduate scholarships and fellowships. Several graduates were appointed Fulbright and Danforth Fellows, two became Rhodes Scholars, one a Churchill Fellow and another a Marshall Scholar. A five-year comparative summary for Woodrow Wilson and National Science Foundation Fellowships follows.

	June 1962	June 1963	June 1964	June 1965	June 1966
Woodrow Wilson Fellowships	9	10	10	18	16
NSF Fellowships	8	5	10	18	17

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*Dean's List, which was replaced by the President's Honor Roll in 1962-63. A true comparison is not possible because of the changes in requirements between the two.

COMMENCEMENT

The Commencement Address on June 4, 1966 was delivered by Dr. Jack Kenny Williams, who became Commissioner of Higher Education for Texas in August. Dr. John D. Maguire, Associate Professor of Religion at Wesleyan University, Middletown, Connecticut, was baccalaureate speaker Friday, June 3.

A comparative summary of degrees awarded from June 1962 through June 1966 follows.

Undergraduate Degrees	*1962*	*1963*	*1964*	*1965*	*1966*
Bachelor of Arts	286	273	282	326	327
Bachelor of Commerce	—	19	16	17	21
BS in Health & Physical Education	27	9	12	7	7
BS in Accounting	—	—	—	—	8
Bachelor of Architecture	10	10	15	10	19
BS in Chemical Engineering	12	17	12	11	10
BS in Civil Engineering	3	2	3	—	1
BS in Electrical Engineering	25	26	22	13	21
BS in Mechanical Engineering	14	11	8	11	8
Total	377	367	370	395	422
Graduate Degrees					
Master in Architecture	—	3	1	4	6
Master of Arts	27	32	35	41	45
Master of Science	25	31	31	29	40
Doctor of Philosophy	20	33	48	61	74
Total	72	99	115	135	165
TOTAL DEGREES	449	466	485	530	587

III.

FACULTY

ACHIEVEMENTS AND HONORS 1965-66

Dr. W. W. Akers was awarded the Gold Medal by the San Diego Biomedical Symposia for outstanding contributions in the field of Biomedical Engineering; and was also named to the National Institutes of Health Fellowship Board.

Dr. F. W. Bearden was elected Vice President of the Texas Association for Health, Physical Education and Recreation; and was named Chairman of the Professional Education Section of the National College Physical Education Association.

Dr. D. S. Brothers was appointed a member of the International Technical Cooperation and Assistance Panel, an adjunct of the President's Science Advisory Committee.

Dr. J. W. Campbell was given a special Career Development Award by the National Institutes of Health.

Professor W. W. Caudill was elected to the Board of Directors of the Association of Collegiate Schools of Architecture.

Dr. J. B. Cheatham was general reporter of the 1966 International Congress on Rock Mechanics, Lisbon, Portugal.

Dr. D. D. Clayton was awarded an Alfred P. Sloan Foundation Fellowship.

Chancellor Carey Croneis has recently been appointed a member of the Board of Directors of the American Society for Oceanography, and Chairman of the Academic Advisory Committee of the American Association of Petroleum Geologists. He has also been appointed by the Secretary of the Navy to the newly organized twelve-man Academic Advisory Board of the United States Naval Academy.

Dr. M. L. Curtis was named to the Board of Trustees of the American Mathematical Society; and was appointed to the Board of Governors of the Center for Research in College Instruction of Science and Mathematics.

Dr. Jim Douglas, Jr., was a session chairman at the International Congress of Mathematicians held in Moscow. He was one of eight Rice faculty members who presented papers at the Congress.

Dr. W. S. Dowden was elected President of the South Central Modern Language Association.

Dr. L. K. Durst was appointed Executive Director of the Committee on the Undergraduate Program in Mathematics of the Mathematical Association of America.

Dr. E. O. Edwards was asked by the government of Kenya to continue as its Economic Advisor under an appointment sponsored by the Ford Foundation.

Dr. J. L. Franklin was named Vice Chairman of the National Mass Spectrometry Conference sponsored by the American Society for Testing Material. He was made a member of the Petroleum Research Fund Advisory Board of the American Chemical Society.

Dr. W. E. Gordon received the Balth van der Pol Gold Medal for distinguished research in Radio Science from the International Scientific Radio Union.

Dr. Frank Hole received a National Science Foundation grant to present a paper before the International Congress on Prehistoric and Protohistoric Sciences in Prague, Czechoslovakia.

Professor P. A. Kennon, Jr., was designated an honorary member of the faculty at the University of Chile.

Dr. Andrew Louis was appointed Executive Secretary of the South Central Modern Language Association.

Dr. L. H. Mackey received the Minnie Stevens Piper Foundation Award for exceptional teaching in the state of Texas.

Dr. J. L. Margrave was named as recipient of the American Chemical Society Award in Inorganic Chemistry sponsored by Texas Instruments, Inc., awarded to recognize and encourage fundamental research in inorganic chemistry.

Dr. Edward Norbeck was a delegate to the Pacific Science Conference in Tokyo, Japan.

President Pitzer was awarded the Gilbert Newton Lewis Medal by the California Section of the American Chemical Society; and was a recipient of the Alumni Distinguished Service Award from the California Institute of Technology. He was also appointed a director of the Federal Reserve Bank in Dallas.

Dr. C. P. Read was elected a Trustee of the Marine Biological Laboratories, Woods Hole, Massachusetts.

Dr. R. L. Sass was awarded the Nicholas Salgo Distinguished Teacher Award from the Salgo-Noren Foundation based on a student poll.

Dr. D. W. Spence was elected Chairman—Research Section—of the Texas Association for Health, Physical Education and Recreation; and was appointed to the Editorial Board of the American Association for Health, Physical Education and Recreation.

Dr. Myles Tierney received a National Science Foundation grant to continue his research at Zurich, Switzerland.

Dr. Virgil Topazio was named Chevalier dans L'Ordre des Palmes Academiques by the French government. He was also appointed associate editor of the South Central Modern Language Association Bulletin.

Dr. R. A. Tsanoff was honored by the Southwestern Philosophical Society with a presentation of a special volume of essays written for the occasion by his colleagues.

Dr. R. B. Turner was named as the recipient of the Southwest Regional Award, American Chemical Society, in recognition of his contribution to chemistry.

Dr. F. E. Vandiver received the Harry S. Truman Award for meritorious service in the field of Civil War history.

Professor C. R. Wischmeyer was reelected a Director of the Institute of Electrical and Electronics Engineers for 1966-67.

ADMINISTRATIVE APPOINTMENTS

James P. Berling, Manager of Buildings and Grounds (effective January 1966)

Edward Norbeck, Acting Dean of Humanities (effective February 1966)

Ronald L. Sass, Master of Hanszen College (effective July 1966)

John J. W. Rogers, Master of Margarett Root Brown College (effective September 1966)

Harold E. Rorschach, Jr., Chairman, Department of Physics (effective September 1966)

FACULTY PROMOTIONS

Effective September 1966

TO PROFESSOR

Edwin H. Connell, Mathematics
Elinor L. Evans, Architecture
Herbert L. Lehnert, Germanics
Douglass R. Price-Williams, Psychology
Ronald L. Sass, Chemistry
Anderson Todd, Architecture
James C. Wilhoit, Jr., Mechanical Engineering

TO ASSOCIATE PROFESSOR

Burrell C. Burchfiel, Geology
Louis P. Galambos, History
Robert C. Haymes, Space Science
Robert R. Lankford, Geology
Allen J. Matusow, History
John E. Merwin, Civil Engineering
Burleigh T. Wilkins, Philosophy

TO ASSISTANT PROFESSOR

Krystyna D. Ansevin, Biology
Stephen D. Baker, Physics
Robert P. Kovar, Space Science

TRUSTEE DISTINGUISHED PROFESSORSHIPS 1965-1966

Hubert E. Bray, Mathematics
James H. Chillman, Jr., Fine Arts
Floyd S. Lear, History
Alan D. McKillop, English
Radoslav A. Tsanoff, Humanities

FACULTY APPOINTMENTS 1966-1967

PROFESSORS

Frank J. Low, Space Science
Donald B. Mackay, Mechanical and Aerospace Engineering
Captain Edward H. Potter, Naval Science
Roger Storck, Biology
James Lee Wilson, Geology

ASSOCIATE PROFESSORS

Donald R. Baker, Geology
Charles Garside, Jr., History
Dieter Heymann, Geology and Space Science
O. Jack Mitchell, Architecture (effective Second Semester 1965-1966)
Commander Herbert L. Ogier, Naval Science
David A. Schum, Psychology
C. H. Ward, Environmental Engineering (effective Second Semester 1965-1966)

ASSISTANT PROFESSORS

Alan S. Bahler, Electrical Engineering
Robert T. Brown, Space Science
Howard C. Clark, Geology
James E. Copeland, Germanics
Reese D. Duke, Education
Derek C. Dyson, Chemical Engineering (effective Second Semester 1965-1966)
James M. Gerhardt, Political Science
Moheb Ghali, Economics
Ira D. Gruber, History
Edwin Harwood, Sociology

Frank L. Huband, Electrical Engineering
Neal F. Lane, Physics
Robert K. Meyer, Philosophy
David H. Nissen, Economics
John Palka, Biology
Howard L. Resnikoff, Mathematics
Robert V. Stevens, Chemistry
Lieutenant Fred M. Turbeville, Naval Science
William P. Vann, Civil Engineering

INSTRUCTORS

Martha Caldwell, Fine Arts
Frederick C. Gamst, Anthropology
Kristine Gilmartin, Classics
Jorge Hankamer, Germanics
Katherine A. Hinckley, Political Science
John Hollingsworth, Mathematics
Earl V. Staley, Fine Arts

VISITING FACULTY 1966-1967

Joachim Kessler, Associate Professor of Physics (Second Semester)
John Lawrence Ryan, Associate Professor of Germanics

LECTURERS AND VISITING LECTURERS 1966-1967

George R. Abernathy, Jr., History
Joe Bloom, Psychology (First Semester)
Joel H. Cyprus, Electrical Engineering
F. Chandler Davidson, Psychology and Sociology
Graeme Fairweather, Mathematics
Rene Giovanetti, French
Robert P. Kovar, Space Science (Second Semester 1965-1966)
John J. Maguire, Space Science (First Semester)
Robert J. McCarthy, Physics
Henry J. Meyerhoff, Electrical Engineering (First Semester)
Carolyn Morrow, Spanish
William L. Sconiers, Accounting (First Semester)

ON LEAVE OF ABSENCE 1965-1966

For all or a portion of the academic year

Anthony C. L. Barnard, Assistant Professor of Physics
Robert L. Bland, Assistant Professor of Health and Physical Education
Dwight S. Brothers, Professor of Economics
Carroll Camden, Professor of English
Jean-Claude de Bremaecker, Professor of Geology
Katherine F. Drew, Professor of History
Lincoln K. Durst, Associate Professor of Mathematics
Eldon Dyer, Professor of Mathematics
James Street Fulton, Professor of Philosophy
Louis P. Galambos, Assistant Professor of History
Stephen M. Gersten, Assistant Professor of Mathematics
Guy Johnson, Jr., Associate Professor of Mathematics
B. Frank Jones, Associate Professor of Mathematics
Paul A. Kennon, Jr., Associate Professor of Architecture
Gerald L. O'Grady, Assistant Professor of English
Richard O'Neil, Assistant Professor of Mathematics
Ronald H. Paulson, Professor of English
Thomas A. Rabson, Associate Professor of Electrical Engineering
Harry S. Ransom, Jr., Associate Professor of Architecture
J. R. Risser, Professor of Physics
Monroe K. Spears, Libbie Shearn Moody Professor of English
Henry B. Steele, Assistant Professor of Economics
Joseph B. Wilson, Associate Professor of Germanics

Necrology

Joseph I. Davies. Died May 27, 1966 at the age of 70. Dr. Davies had been associated with the University's Department of Biology for 52 years, and was due to retire in June. He came to Rice in 1914 as an assistant to Sir Julian Huxley. He received his Ph.D. from Rice in 1937 and advanced through the ranks to full professor in 1961.

Harmon Whittington. Died October 22, 1966 at the age of 67. Mr. Whittington was elected to the Board of Governors in 1949, and became a Rice Trustee in 1955. He had served as Chairman of the Rice Associates since the inception of that program.

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